**Lesson Plan Format**

**Teacher Candidate: Alexis Franklin Grade Level: 11 Date of lesson: December 2014**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

Standard:

11SSK1: Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

11SSK4: Students relate current events to the physical and human characteristics of places and regions.

11SSK7: Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors’ use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

11SSK8: Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

11SSK9: Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

11SSK12: Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

11SSK13: Students analyze human modifications of landscapes and examine the resulting policy issues.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students completed a lesson on Malthusian economics, during which they demonstrated a practical knowledge of exponential growth to illustrate overpopulation. Then students brainstormed different ways that overpopulation manifests itself as scarcity in the modern world.

Students completed a lesson on an “affluent society” through the lens of postwar America. They identified examples of affluence during this era and read excerpts from a book by economist Galbraith to discover how a nation’s economic structure creates scarcity or abundance.

Students completed a lesson on hunter-gatherers, known to some anthropologists as “the original affluent society.” Students compared and contrasted notions of affluence, thinking back to their previous lesson for a point of reference. They considered “quality of life” in a broad sense and identified unique types of scarcity faced by undeveloped regions. Students explored contradictory perceptions of scarcity through creative writing.

Students completed a lesson on pre-revolutionary France. They practiced formulating persuasive arguments by appealing to Ethos, Logos, and Pathos. In doing so, they demonstrated that they were able to analyze wealth inequality and research proficiently.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will create a multimedia presentation to perform in front of peers. Students will research and formulate a persuasive argument, appealing to Pathos, Ethos, and Logos. Students will identify the characteristics of a region that illustrate scarcity. Students will consider the historical context of a specific region, relating events of the past to present-day circumstances. Students will analyze how historic events have caused or impacted present-day scarcity, illustrating these connections with sufficient, appropriate primary and secondary sources. Students will evaluate different approaches to mitigate scarcity in this region.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Formal Summative: Students complete an authentic performance assessment to share with the class.

**Performance Assessment Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **1** | **2** | **3** |
| **Content** | Insufficient research. Claims of scarcity are not supported. Historical context is not addressed. No primary sources. | Sufficient research. Could be incorporated better. Historical context lacks depth, thoroughness, or accuracy. Includes at least one primary source. | Plenty of appropriate, well-incorporated research. Historical context is thorough and accurate. Includes at least two primary sources. |
| **Coherence and Organization** | Ideas are disjointed and unclear. No order to presentation. | Includes some specific, compelling examples. Lacks transitions. | Ideas are clearly developed using specific, compelling examples. Logical sequence and skillful transitions. |
| **Creativity and Persuasion** | Lacks original content. Audience attention is lost. Lacks persuasiveness | Some original content. Moderately persuasive (appeals to only one: logos, pathos, or ethos) | Original presentation that gets the audience’s attention. Very persuasive (appeals to at least two: logos, pathos, and/or ethos) |
| **Speaking Skills** | Inaudible, mumbling, rate is too slow or too fast, seems uninterested, monotone | Clear but not as polished, little or no expression, could use more enthusiasm | Poised, clear, articulate, appropriate volume, steady pacing, enthusiastic, confident |
| **Nonverbal Skills** | Incoherent, loses audience’s attention entirely | Mostly presented without engagement, no eye contact, reads from report | Engages the audience, makes eye contact, gestures, moves around |
| **Presentation Length** | More than 3 minutes outside of allotted time range | Too long or too short, within 3 minutes of allotted time | 10-15 minutes long |

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Youtube video about world hunger
* Class set of laptops (or desktop computers to share in the classroom) with internet access
* Smartboard for sharing rudimentary research with peers
* Notes from previous lessons in the unit

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Disciplined Inquiry: This lesson exemplifies Disciplined Inquiry because students are given the freedom to guide their own learning. They are responsible for the inquiry process, with the teacher as a facilitator to learning. The authentic assessment gives each student the opportunity to demonstrate what he/she has learned as a result of his/her unique inquiry and perspective.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Students watch a 3-minute advertisement for UNICEF (https://www.youtube.com/watch?v=lUer\_ZA4sJs). The video incorporates compelling imagery with an assortment of facts about world hunger, ending with a pledge to “Help Stop World Hunger” by collecting donations from people in wealthier nations. Student volunteers will identify the specific type of scarcity addressed in the video (world hunger) and summarize the goals and strategies of this humanitarian organization (to end world hunger by collecting donations). As a class, students will analyze the video, identifying the types of persuasive arguments used. The teacher will guide students to think about specific aspects of the presentation (images, music, word choice, use of statistics, etc.) as means of persuasion. The teacher will then guide students to relate world hunger to some of their previous lessons. What role does the government play in the distribution of wealth? How does the distribution of power impact scarcity? How does the type of economy affect scarcity or perceptions of scarcity? How does overpopulation relate to scarcity?

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Teacher will describe the performance assessment. Students will work independently to create multimedia presentations about scarcity to share with the class. Each student will select any nation/region in the modern world. They will research how scarcity manifests in that location. They might choose to focus on hunger, water shortages, unemployment, homelessness, lack of medical care, lack of education, lack of electricity, lack of clean air, etc. Each student will pretend to be a representative of a humanitarian organization, such as UNICEF (they can either make up an organization or choose an existing one). As the regional expert, each student will create a persuasive presentation to inspire change in their region. Their presentations should incorporate a range of persuasive strategies, such as the UNICEF video, with additional historical information. Students’ presentations will include the history of the region as it contributes to scarcity today. Students will describe the political and social contexts of scarcity in their region. They can include photos, videos, interviews (real or made-up), timelines, music, props, etc. They are required to incorporate two primary sources into their presentations. If available, the teacher should share past student exemplars.

After the performance assessment has been assigned, the teacher will answer questions and give students time to begin their research and planning. Teacher will circulate and talk with students around the room about their ideas to make sure that everyone is on the right track. As students decide on a region/nation, they should raise their hands to inform the teacher. The teacher should record students’ selections so that everyone in the class will be working on a different region/nation.

Teacher will encourage students to share useful sources with each other as they find them, putting helpful websites on the Smartboard to guide the research of other students. Students might struggle to find lists of humanitarian organizations. Teacher should encourage collaboration while making sure that each student is developing a unique presentation.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

To conclude the class, students will put away laptops or any materials they were using for research. Teacher will place students in groups of 3 or 4 to share their ideas about scarcity in different parts of the world and how to go about tackling it.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Student 1 | Student lacks readiness to learn and motivation; inclined to be disinterested; often struggles getting started | Student might not readily choose a focus for his presentation, taking a more meandering approach to research. Teacher should work with student one-on-one during class to try to connect the assignment to student’s personal interests and hobbies (maybe music, sports, a favorite movie, etc. could be relevant) |
| Student 2 | Big picture thinker | Perhaps inspired by the “world hunger” video at the start of class, this student might struggle to lower down their focus, attempting to research scarcity on a global scale. Teacher should work with student during class to identify what they’re really interested in and identify a more feasible scope for this project. Teacher should remind students that they are not just researching modern scarcity, but the historical context of it. It would be overwhelming to research the history of too large a region. |
| Student 3 | Very shy, intimidated by presenting in front of the class | Students can record a portion of their presentation in a movie format, much like the UNICEF advertisement. While all students will be responsible for presenting some component of their presentation face-to-face, this student might be interested in recording the rest of her presentation beforehand. |